



**Hazel** Wood  
High School

Part of the

**Oak**



Learning Partnership

[oaklp.co.uk](http://oaklp.co.uk)

PSHE Curriculum  
Overview  
**Hazel Wood  
High School**



## **Our Curriculum Content**

The KS3 PSHE curriculum builds upon what pupils should have been taught at KS2; and our KS4 model then builds upon our KS3 Curriculum. We have adopted a spiral curriculum model, which ensures that key concepts are presented repeatedly throughout the curriculum. This model builds upon prior learning, knowledge and understanding, and revisits topics across the key stage with deepening layers of complexity. This ensures that the information is reinforced, and added to, each time the students revisit the subject matter, thus providing a logical progression through topic areas - moving from gaining knowledge, to applying it and then analysing more complex issues.

Our PSHE curriculum is intended to be relevant and accessible for all of our pupils. It extends beyond the academic curriculum to instill confidence, and nurture resilience, in our pupils within an inclusive environment.

In our topics, students consider diverse aspects of living in the modern world and reflect upon:

- Moral questions
- Inclusivity
- SMSC
- Financial skills
- How to stay mentally and physically healthy
- Relationships and Sex education
- Cultural development and British values.

Our intent is that our curriculum prepares our students to engage well within society; understand how to resolve conflicts; know how to develop resilience and skills that support them; and know how to socialise effectively with others. We intend to support pupils social and emotional learning and create a happy and safe environment, in which pupils can demonstrate resilience and respect, and achieve their aspirations and goals in all aspects of school life.





Year 7	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Unit Title</b>	Health and Wellbeing – Emotional and Mental Health	Relationships – Types and Influences.	Living in the Wider World - Careers	Health and Wellbeing Physical Health and its links to emotional and mental health.	Relationships – RSE	Living in the Wider World – Online Safety and Finance.
<b>Key Knowledge and understanding that enables skill building.</b>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to manage the challenges of moving to a new school.</li> <li>• How to identify their own personal strengths and areas for development.</li> <li>• How to identify, express and manage their emotions in a constructive way.</li> <li>• How to establish and manage friendships.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to recognise different types of relationships including healthy and unhealthy ones.</li> <li>• The qualities and behaviours relating to different kinds of relationships including those online.</li> <li>• How to develop self-worth and efficacy.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How their personal strengths, skills and values will support them in their working life.</li> <li>• Different study, organisational, research and presentation skills that will help them achieve.</li> <li>• How to identify and create a personal brand, whilst being aware of their online presence and its impact.</li> <li>• How to set realistic and ambitious goals.</li> <li>• The importance of being a lifelong learner.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to manage physical and emotional changes during puberty.</li> <li>• How to look after their own personal health and hygiene.</li> <li>• How to take increased responsibility for physical health.</li> <li>• How establish a healthy sleep routine.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• The differences between biological sex and sexual orientation.</li> <li>• How to recognise and challenge biphobia and homophobia.</li> <li>• How to challenge prejudice, stereotypes and discrimination.</li> <li>• How to recognise and challenge racism and religious discrimination.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• An awareness of their online presence and the impact it has.</li> <li>• The positives and negatives of social media.</li> <li>• How to recognise and challenge risks online.</li> <li>• How to challenge prejudices, stereotypes, discrimination and extreme views online.</li> </ul>
<b>Vocabulary</b>	All lessons, throughout the course, introduce key terminology at the start of the lesson, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved during homework tasks every 3 weeks. In this subject,					



	students also utilise a personal glossary where they record words that are new to them. Throughout lessons, we explicitly teach vocabulary, using the Frayer Model, which allows students to match key words to their synonyms and antonyms.
<b>Assessment</b>	<p>At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start to access our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving on to new content.</p> <p>Mid-way through each unit of work, students will complete an assessment based on the taught content. This assessment will not be a test but will allow pupils to apply skill and explore what they have learned. This then helps us to identify areas of potential misconception so that we can address these in teaching.</p> <p>At the end of every unit of work, students will re-visit the baseline to show how their knowledge and understanding has improved.</p> <p>Throughout each topic, students will be formatively assessed on their knowledge through regular 'low-stakes' quizzes, CFU activities and reflective Do Now and Finish Now activities.</p>

Year 8	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Unit Title</b>	Health and Wellbeing – Emotional and Mental Health	Relationships – Types and Influences.	Living in the Wider World - Careers	Health and Wellbeing Physical Health and its links to emotional and mental health.	Relationships – RSE	Living in the Wider World – Online Safety and Finance.
<b>Key Knowledge and understanding that enables skill building.</b>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to make healthy lifestyle choices including diet, physical activity and sleep.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to recognise and build trust in relationships.</li> <li>• How to recognise the negative</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to manage aspirations.</li> <li>• How to recognise different pathways within the job market.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to use over the counter and prescription medications safely.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to make decisions that are right and safe for them in the future.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to manage finances as an adult.</li> </ul>



	<ul style="list-style-type: none"> <li>• How to balance school, leisure, exercise and sleep.</li> <li>• How to manage influences on body image, including those on social media.</li> <li>• How to make independent health choices.</li> </ul>	<p>influences of alcohol, drugs and the media on relationships.</p> <ul style="list-style-type: none"> <li>• Conflict resolution strategies in different contexts.</li> <li>• How to manage relationship and family changes, including relationship breakdown, separation and divorce.</li> </ul>	<ul style="list-style-type: none"> <li>• How to develop the skills employers look for in employees.</li> <li>• How to deal with the emotions associated with looking for work.</li> </ul>	<ul style="list-style-type: none"> <li>• How to assess the risks of alcohol, tobacco, nicotine and e-cigarettes.</li> <li>• How to manage influences including peer pressure and the media.</li> <li>• The relationship between habit and dependence.</li> </ul>	<ul style="list-style-type: none"> <li>• To have an awareness of basic forms of contraception e.g. the pill, condoms.</li> <li>• The consequences of unprotected sex including pregnancy and STI's.</li> <li>• How to tackle prejudices about families, marriages and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise the risks involved in gambling and financial exploitation.</li> <li>• How to make decisions that are right and safe for them in the future.</li> </ul>
<p><b>Vocabulary</b></p>	<p>All lessons, throughout the course, introduce key terminology at the start of the lesson, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved during homework tasks every 3 weeks. In this subject, students also utilise a personal glossary where they record words that are new to them. Throughout lessons, we explicitly teach vocabulary, using the Frayer Model, which allows students to match key words to their synonyms and antonyms.</p>					
<p><b>Assessment</b></p>	<p>At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start to access our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving on to new content.</p> <p>Mid-way through each unit of work, students will complete an assessment based on the taught content. This assessment will not be a test but will allow pupils to apply skill and explore what they have learned. This then helps us to identify areas of potential misconception so that we can address these in teaching.</p> <p>At the end of every unit of work, students will re-visit the baseline to show how their knowledge and understanding has improved.</p> <p>Throughout each topic, students will be formatively assessed on their knowledge through regular 'low-stakes' quizzes, CFU activities and reflective Do Now and Finish Now activities.</p>					



Year 9	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Unit Title</b>	Health and Wellbeing – Emotional and Mental Health	Relationships – Types and Influences.	Living in the Wider World - Careers	Health and Wellbeing Physical Health and its links to emotional and mental health.	Relationships – RSE	Living in the Wider World – Online Safety and Finance.
<b>Key Knowledge and understanding that enables skill building.</b>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• To have a positive attitude towards mental health.</li> <li>• How to recognise the signs of poor mental health and the strategies to overcome this.</li> <li>• How to challenge myths and stigma.</li> <li>• How to recognise unhealthy coping strategies (e.g. self-harm and eating disorders) and how to avoid/tackle them.</li> <li>• The help available and how to advise others.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to navigate group thinking and persuasion.</li> <li>• How to manage risk in relation to gangs.</li> <li>• How to manage peer pressure.</li> <li>• To know the legal and physical risks of carrying a knife.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to navigate their career path from KS3 onwards.</li> <li>• How to recognise their rights as an employee.</li> <li>• How to challenge stereotypical views including how family or cultural expectations may limit aspirations.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• The impact of drug taking and how to manage situations involving drugs.</li> <li>• How to administer CPR and use a defibrillator.</li> <li>• How to respond in an emergency situation.</li> <li>• How to recognise, assess and manage risky situations.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to distinguish between the myths and misconceptions relating to consent</li> <li>• How to support others about consent, and how to seek and assertively communicate consent.</li> <li>• How to be aware of readiness for sexual activity, the choice to delay sex, or enjoy intimacy without sex.</li> <li>• The dangers of FGM and how to access help and support.</li> <li>• How to recognise abusive</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to recognise and challenge risks online.</li> <li>• How to create a safe and positive internet profile.</li> <li>• How to recognise and challenge extreme views online.</li> <li>• How to challenge prejudice, stereotypes and discrimination.</li> <li>• An awareness of thinking about their future today.</li> </ul>



					<p>relationships including grooming, harassment, exploitation and abuse.</p> <ul style="list-style-type: none"><li>• How to manage requests or pressure to send a sexual image.</li><li>• How to spot the signs and effects of all types of bullying, including online.</li><li>• How the portrayal of relationships in the media and pornography might affect expectations.</li></ul>	
<b>Vocabulary</b>	All lessons, throughout the course, introduce key terminology at the start of the lesson, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved during homework tasks every 3 weeks. In this subject, students also utilise a personal glossary where they record words that are new to them. Throughout lessons, we explicitly teach vocabulary, using the Frayer Model, which allows students to match key words to their synonyms and antonyms.					
<b>Assessment</b>	<p>At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start to access our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving on to new content.</p> <p>Mid-way through each unit of work, students will complete an assessment based on the taught content. This assessment will not be a test but will allow pupils to apply skill and explore what they have learned. This then helps us to identify areas of potential misconception so that we can address these in teaching.</p> <p>At the end of every unit of work, students will re-visit the baseline to show how their knowledge and understanding has improved. Throughout each topic, students will be formatively assessed on their knowledge through regular 'low-stakes' quizzes, CFU activities and reflective Do Now and Finish Now activities.</p>					



Year 10						
Year 10	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<b>Unit Title</b>	Health and Wellbeing – Emotional and Mental Health	Relationships – Types and Influences.	Living in the Wider World - Careers	Health and Wellbeing Physical Health and its links to emotional and mental health.	Relationships – RSE	Living in the Wider World – Online Safety and Finance.
<b>Key Knowledge and understanding that enables skill building.</b>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to promote mental health and emotional wellbeing.</li> <li>• How to identify the signs of emotional or mental ill-health.</li> <li>• How to maintain a healthy self-concept.</li> <li>• How to balance ambition and unrealistic expectations.</li> <li>• How to develop self-efficacy, including motivation, perseverance and resilience.</li> <li>• Stress management strategies, including maintaining healthy</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to handle unwanted attention, including online</li> <li>• How to challenge harassment and stalking, including online.</li> <li>• How to access support in abusive relationships and how to overcome challenges in seeking support.               <ul style="list-style-type: none"> <li>• How to manage change, loss, grief and bereavement.</li> </ul> </li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to develop their own career identity.</li> <li>• To know their personal strengths, how these have changed and how they relate to future career choices.</li> <li>• How to identify the right career path.</li> <li>• How to challenge stereotypes.</li> <li>• How to maintain aspirations in the face of adversity.</li> <li>• How to access support and guidance.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime.</li> <li>• How to keep yourself and others safe in situations that involve substance use.               <ul style="list-style-type: none"> <li>• Exit strategies for pressurised or dangerous situations.</li> </ul> </li> <li>• How to assess emergency and non-emergency</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to recognise the legality of different relationships.</li> <li>• How to evaluate readiness for parenthood and positive parenting qualities.</li> <li>• How to access different contraceptives.</li> <li>• To know the different options available for an unplanned pregnancy.</li> </ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"> <li>• How to make financial decisions that are right and safe for them in the future.</li> <li>• How to manage finances as an adult.</li> <li>• How to assess financial risk.</li> <li>• How to recognise the right employer contract for them.</li> <li>• How to access and understand</li> </ul>





	<p>sleep habits.</p> <ul style="list-style-type: none"> <li>• How to access support and treatment.</li> </ul>			<p>situations and contact appropriate services.</p> <ul style="list-style-type: none"> <li>• How to seek help for substance use and addiction</li> </ul>		<p>contractual terms.</p> <ul style="list-style-type: none"> <li>• An awareness of the risks involved in gambling and financial exploitation.</li> <li>• How to access support.</li> </ul>
<b>Vocabulary</b>	<p>All lessons, throughout the course, introduce key terminology at the start of the lesson, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved during homework tasks every 3 weeks. In this subject, students also utilise a personal glossary where they record words that are new to them. Throughout lessons, we explicitly teach vocabulary, using the Frayer Model, which allows students to match key words to their synonyms and antonyms.</p>					
<b>Assessment</b>	<p>At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start to access our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving on to new content.</p> <p>Mid-way through each unit of work, students will complete an assessment based on the taught content. This assessment will not be a test but will allow pupils to apply skill and explore what they have learned. This then helps us to identify areas of potential misconception so that we can address these in teaching.</p> <p>At the end of every unit of work, students will re-visit the baseline to show how their knowledge and understanding has improved. Throughout each topic, students will be formatively assessed on their knowledge through regular 'low-stakes' quizzes, CFU activities and reflective Do Now and Finish Now activities.</p>					
<b>Year 11</b>	<b>Half Term 1</b>	<b>Half Term 2</b>	<b>Half Term 3</b>	<b>Half Term 4</b>	<b>Half Term 5</b>	<b>Half Term 6</b>
<b>Unit Title</b>	Health and Wellbeing – Emotional and Mental Health	Relationships – Types and Influences.	Living in the Wider World - Careers	Health and Wellbeing Physical Health and its links to emotional and mental health.	Relationships – RSE	



<p><b>Key Knowledge and understanding that enables skill building.</b></p>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"><li>• How to manage influences and risks relating to cosmetic and aesthetic body alterations.</li><li>• How social media may distort, mis-represent or target information in order to influence beliefs and opinions.</li><li>• How to maintain a healthy self-concept.</li><li>• How to manage conflicting views and misleading information.<ul style="list-style-type: none"><li>• How to balance time online.</li><li>• How to access support from the NHS.</li></ul></li></ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"><li>• How to manage peer influence in increasingly independent scenarios, in relation to substances, gangs and crime.</li><li>• How to evaluate the influence of role models and become a positive role model for peers.</li><li>• The impact of drugs and alcohol on individuals, personal safety, families and wider communities.</li></ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"><li>• How to manage a healthy online presence.</li><li>• How to recognise and manage rights and responsibilities at work.</li><li>• To know the different opportunities available including international.</li><li>• How to keep themselves safe from discrimination and harassment within the workplace.</li><li>• The importance and opportunities within Enterprise.</li></ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"><li>• How to have a healthy relationship and show intimacy.</li><li>• How to manage sexual encounters, contraception and where to seek help.</li><li>• How to evaluate choices surrounding pregnancy and starting a family.</li><li>• How a healthy pregnancy develops including when things go wrong -miscarriage and fertility issues.</li><li>• How to manage an unplanned pregnancy, including abortion, adoption and fostering.</li><li>• To know about fertility, including</li></ul>	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following:</p> <ul style="list-style-type: none"><li>• How to recognise and respond to pressure, coercion and exploitation, including reporting and accessing appropriate support.</li><li>• How to manage the impact of the media and pornography on sexual attitudes, expectations and behaviours.</li><li>• To know the ethical and legal implications in relation to consent, including manipulation, coercion, and capacity to consent.</li><li>• How to recognise and challenge victim blaming about various forms of relationship abuse.</li><li>• How to access support in abusive relationships and how</li></ul>	<p><b>Not Applicable as Year 11 will have left by HT6.</b></p>
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				how it varies and changes and where to seek help.	to overcome challenges in seeking support.	
<b>Vocabulary</b>	All lessons, throughout the course, introduce key terminology at the start of the lesson, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved during homework tasks every 3 weeks. In this subject, students also utilise a personal glossary where they record words that are new to them. Throughout lessons, we explicitly teach vocabulary, using the Frayer Model, which allows students to match key words to their synonyms and antonyms.					
<b>Assessment</b>	At the start of every unit, we assess our students with a baseline assessment. This assessment covers all of the knowledge that students must have before they start to access our new content. If results show us that students have gaps in their knowledge, we aim to re-teach these before moving on to new content. Mid-way through each unit of work, students will complete an assessment based on the taught content. This assessment will not be a test but will allow pupils to apply skill and explore what they have learned. This then helps us to identify areas of potential misconception so that we can address these in teaching. At the end of every unit of work, students will re-visit the baseline to show how their knowledge and understanding has improved. Throughout each topic, students will be formatively assessed on their knowledge through regular 'low-stakes' quizzes, CFU activities and reflective Do Now and Finish Now activities.					

